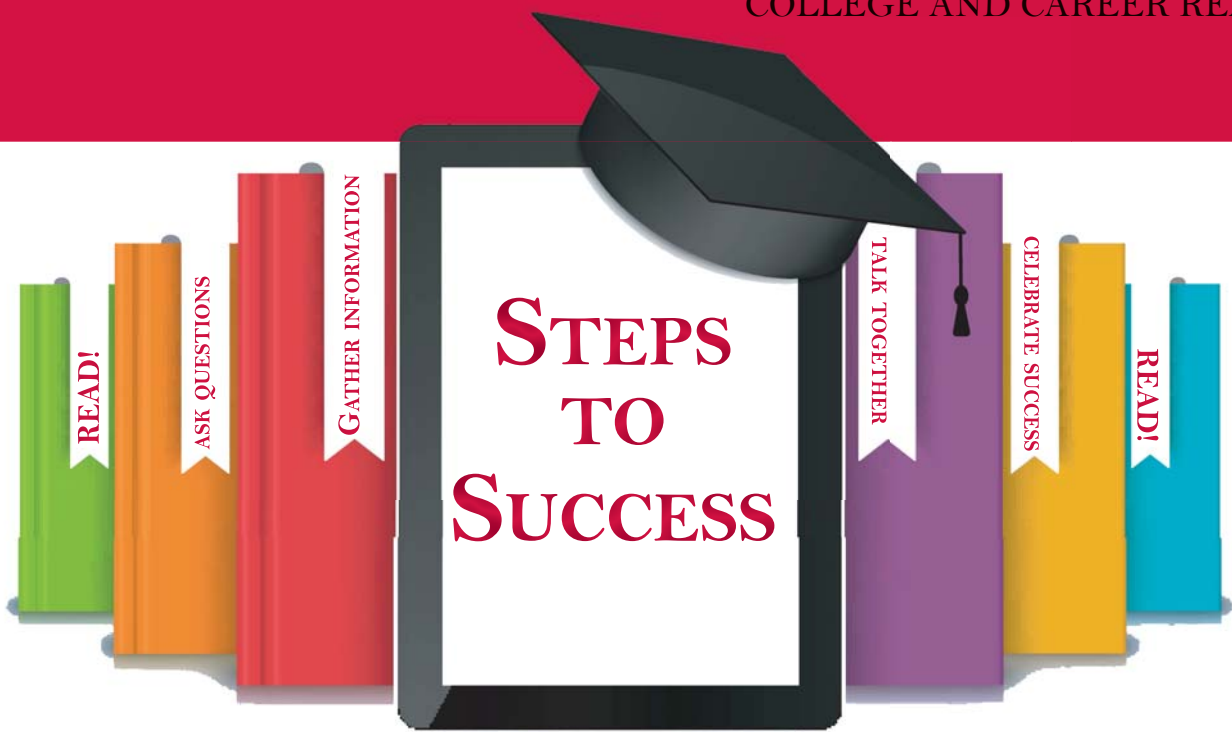


SOUTH CAROLINA STANDARDS

COLLEGE AND CAREER READY



Family-Friendly Guide for Third Grade

English Language Arts


Third-grade students are enthusiastic and willing to try just about anything. Therefore, *South Carolina College- and Career-Ready Standards* use these characteristics to advance the reading, writing and inquiry skills of children. Learning to read fluently has a ripple effect. It stimulates future learning and offers important exposure to new words. Fluency allows the reader to focus on comprehending the text rather than figuring out the individual words. Achieving fluency is particularly essential at this age since the focus after the third grade is reading to learn not learning to read. *Please note: It is so important that a child read fluently and with understanding before entering the fourth grade that Act 284 of 2014 requires retention in the third grade unless certain reading requirements are met.*



STEPS TO SUCCESS

This document is designed to:

- Provide examples of the standards, skills, and knowledge your child will learn in English language arts and should be able to do upon exiting third grade
- Suggest activities on how you can help your child at home
- Offer additional resources for information and help



Log on to the SC Department of Education website, <http://ed.sc.gov/instruction/standards-learning/>, for the complete standards.

LEARN ABOUT THE STANDARDS

The *South Carolina College- and Career-Ready Standards for English Language Arts* (ELA):

- Outline the knowledge and skills students must master so that, as high-school graduates, they have the expertise needed to be successful in college or careers.
- Provide a set of grade-level standards, “stair steps,” based on the previous grade’s standards which serve as the foundation for the next grade.
- Ensure that no matter where a student lives in South Carolina, the expectations for learning are the same.

Human knowledge now doubles about every three years. Therefore, revision of South Carolina’s standards occurs periodically to respond to this growth of knowledge and increase of needed skills so our students will be ready for college or jobs. The *Col-*

lege- and Career-Ready Standards prepare students for dealing with the growing mass of information by not only emphasizing content knowledge but by also stressing the skills of reasoning, analyzing data, and applying information to examine and solve situations.

South Carolinians developed these academic standards for South Carolina’s children. The ELA standards are aligned with the *Profile of the South Carolina Graduate*, which summarizes the knowledge, skills, and habits employers expect (See http://sccompetes.org/wp-content/uploads/2016/01/Profile-of-the-South-Carolina-Graduate_Updated.pdf.) Developed by business leaders, the *Profile* is approved by the South Carolina Chamber of Commerce and is endorsed by the Superintendents’ Roundtable, as well as South Carolina’s colleges and universities. The *Profile* demands world-class knowledge and skills, emphasizes critical thinking and problem solving, communication, and interpersonal skills.

ENGLISH LANGUAGE ARTS IN THIRD GRADE

INQUIRY AND INVESTIGATION

Third-grade students probe more deeply into questions and information. They compare and contrast information and as well as draw suggestions from text. They are encouraged to reflect on the act of thinking and learning itself and to determine the new ways of thinking that will help in the future. These **Steps to Success** include:

Second Grade	Third Grade	Fourth Grade
<ul style="list-style-type: none"> • Ask questions that lead to discussions and investigations • Develop a plan for collecting relevant information from many sources • Select the most important information, revise ideas, tell about conclusions and report what is found • Think about the conclusions and ask new questions to guide further study • Think about and describe the act of learning. Know when to seek help. 	<ul style="list-style-type: none"> • Develop questions that focus thinking about an idea in order to decide further study • Plan and collect relevant information from primary and secondary sources • Draw reasonable conclusions from relationships and patterns found during the inquiry process • Determine appropriate tools and develop a plan to communicate findings and/or take informed action • Examine the learning process and consider how to apply new ways of thinking to future study 	<ul style="list-style-type: none"> • Develop questions that narrow a topic and help direct further study • Conduct short research projects (such as book reports) to build knowledge and generate possible explanations. Consider other views or possible results. • Compare the way similar topics or ideas are handled in several print and multimedia sources • Draw conclusions from relationships and patterns found during the research • Discuss the purpose and reliability of information presented in different print and digital sources • Develop a plan to communicate findings and/or conduct further research • Examine the act of learning and think of how new learning can be used and applied in the future

ENGLISH LANGUAGE ARTS IN THIRD GRADE

LEARNING TO READ

Third-grade students conquer words that are more complex and use a range of strategies to understand unfamiliar words and phrases. They use standard grammar and build clear sentences. This is a key year for building reading skills and gaining fluency. These **Steps to Success** include:

Second Grade	Third Grade	Fourth Grade
<ul style="list-style-type: none">• Use knowledge of the individual sounds of letter to read• Use knowledge of how syllables work to read multiple-syllable words• Use context to confirm or correct word recognition and understanding• Learn more types of punctuation (ex. commas and apostrophes)• Read more independently, with increasing accuracy and understanding of the meaning, for longer periods	<ul style="list-style-type: none">• Understand how syllables, base words, prefixes, and suffixes work in order to read and understand multiple-syllable words• Read irregularly spelled multi-syllable words and words with common initial and final sounds• Use context of a paragraph to determine the meaning of words and phrases• Expand the use of capitalization and punctuation• Read for longer lengths of time to understand third grade texts	<ul style="list-style-type: none">• Use the knowledge of all letter combinations to read accurately, even unfamiliar multiple-syllable words in context• Use definitions, examples and restatements to determine the meaning of words or phrases• Increase the use of commas, quotation marks, and apostrophes• Read for extended periods to improve fluency and gain understanding of fourth grade texts

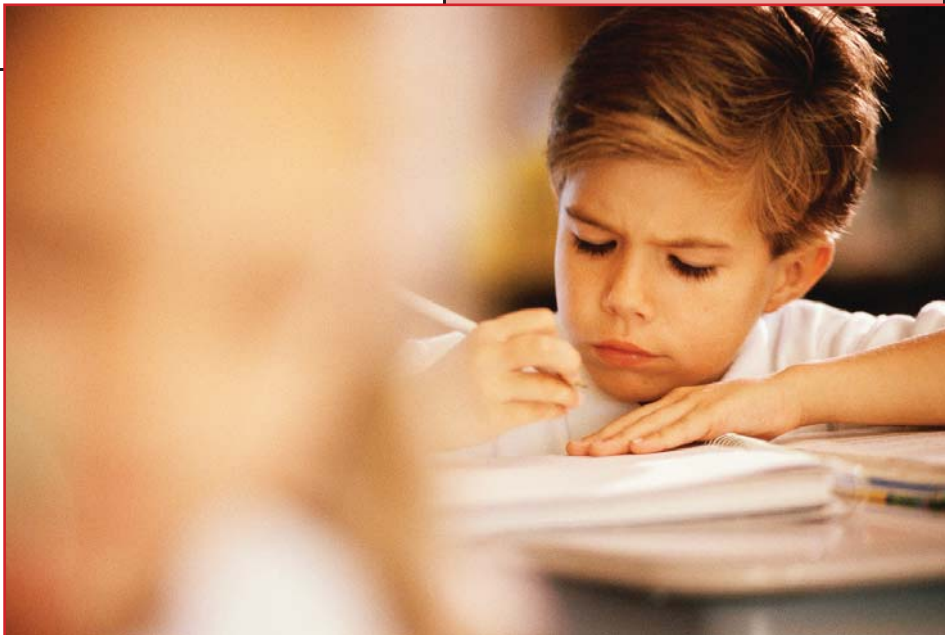


ENGLISH LANGUAGE ARTS IN THIRD GRADE

WRITING

Third-grade students' use of descriptive language is growing. Grammar, usage, mechanics, and spelling skills are introduced, practiced and reviewed in the context of writing. More time is spent on planning, rewriting, and editing their work. The students practice writing in cursive and improving their keyboarding skills. These **Steps to Success** include:

Second Grade	Third Grade	Fourth Grade
<ul style="list-style-type: none">• Print and begin to develop cursive writing• Continue to learn punctuation and standard English grammar• Explore books and other materials to pick a topic to write about. Introduce the topic, state an opinion, give reasons that support the opinion, and provide a closing sentence.• Plan, revise, and edit to better focus on a topic to improve writings• Write often on various topics both in and outside the classroom• Continue to work on keyboarding skills	<ul style="list-style-type: none">• Continue to practice cursive writing• Write a researched opinion/informational piece that is logically organized• Gather ideas from many sources to write about real or imagined experiences that use descriptive details and are logically organized• Adjust the writing for the task-to explain, entertain, inform or convince• Plan, revise, and edit by building on personal and others ideas to improve writings• Write often on various topics. Increase writing in length and complexity• Continue to work on keyboarding skills	<ul style="list-style-type: none">• Continue to improve cursive writing• Write stories, opinions, and information pieces that are well organized• Use information from several print and digital sources to support ideas, opinions, and information• Adjust the writing for the task-to explain, entertain, inform or convince• Plan, revise, and edit to better focus on a topic and to improve writings. Build on the ideas of others to strengthen writing.• Write often on various topics. Increase writing in length and complexity.• Demonstrate accurate keyboarding



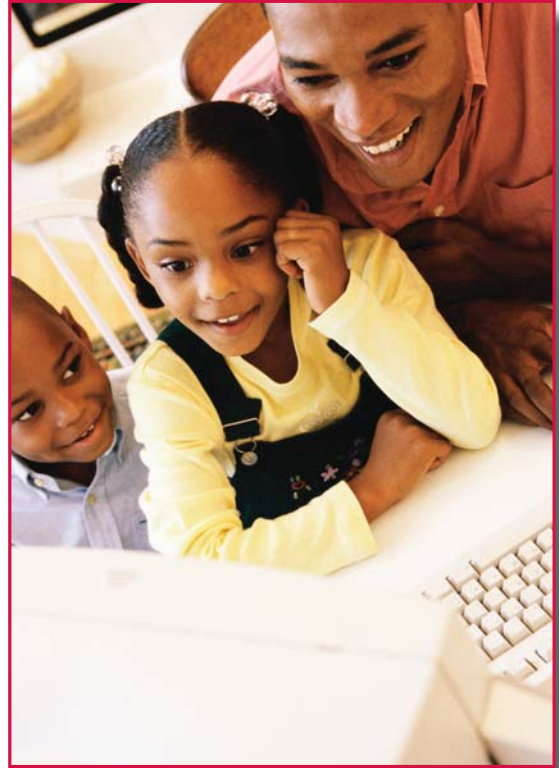
ENGLISH LANGUAGE ARTS IN THIRD GRADE

COMMUNICATION

Third-grade students' speaking skills are expanding and they continue progress in explaining personal ideas, and responding to others' comments. They further examine the presenters' manner of speaking and the way they present their information. These **Steps to Success** include:

Second Grade

- Take turns listening to others and speaking clearly
- Express ideas gathered from many sources in a concise way. Conduct research both individually and in a group.
- Explain how ideas and topics are shown in different media and formats
- Use techniques of volume and tone, eye contact, facial expressions, and posture when speaking
- Create a simple presentation using audio and visual tools to clarify ideas and thoughts
- Examine why a speaker makes certain word choices and uses descriptive language



Third Grade

- Participate in discussions by asking questions to obtain information and clarify thoughts
- Express ideas gathered from many sources in a concise way. Conduct research both individually and in a group.
- Compare how ideas and topics are shown in different media and formats
- Use techniques of volume and tone, eye contact, facial expressions, and posture when speaking
- Create presentations using audio and visual tools to clarify ideas and thoughts
- Identify a speaker's presentation style. Determine if a speaker is organized, addresses the audience, and why certain word choices and figurative language is used.

Fourth Grade

- Paraphrase and respond to information given in a discussion, compare ideas, and examine evidence given to support certain points
- Express ideas gathered from many sources in a concise way. Conduct research independently.
- Report on a topic or give an opinion with facts and supporting details
- Speak clearly, adapting speech to task. Use standard English when appropriate.
- Create presentations using audio and visual tools to clarify ideas and thoughts
- Identify how and why a speaker chooses particular words and phrases or stresses certain words. Consider whether sufficient facts are included.

ENGLISH LANGUAGE ARTS IN THIRD GRADE

READING FOR ENJOYMENT AND ENRICHMENT

Third-grade students deepen their knowledge of literary texts. They compare, contrast, and use other investigative techniques to analyze their reading. Third graders are challenged to look at the world from others' points of view. These **Steps to Success** include:

Second Grade	Third Grade	Fourth Grade
<ul style="list-style-type: none"> Determine if the author's main purpose is to explain, entertain, inform, or convince Determine who is telling the story at different points in a text - the narrator or characters Make predictions before and during reading; confirm or change thinking Explain what happened, why, and how it shaped the theme Describe how cultural background influences characters, setting, and the development of the plot Read independently for extended periods 	<ul style="list-style-type: none"> Explain the differences between first and third person points of view State the author's purpose and tell how the student's perspective differs from the author's Recognize the different points of view of the narrator and the different characters Describe characters' traits, reasons for their actions, and their feelings. Explain how their actions contribute to the development of the plot. Explain the influence of cultural and historical context on characters, setting, and plot development Read independently with understanding for a sustained amount of time 	<ul style="list-style-type: none"> Compare and contrast first and third person points of view and how an author's point of view influences the content and meaning Compare the way topics, ideas, concepts, and events are described by first person and second person accounts/sources Determine how the author uses words and phrases in order to shape and make the meaning clear Explain how conflicts cause the characters to change or adjust their plans before the end of a story or the final event Read independently for a sustained amount of time to improve fluency and build stamina

READING FOR INFORMATION

Third-grade students learn to see books as sources of information as well as fun. They deepen their knowledge of non-fiction texts. They begin to move beyond "reading to read" to "reading to learn." Third graders learn to summarize and make predictions from the text. These **Steps to Success** include:

Second Grade	Third Grade	Fourth Grade
<ul style="list-style-type: none"> Ask and answer questions to given and implied information to demonstrate understanding of a text Provide details to draw conclusions or make predictions from texts heard or read Select the most important information, revise ideas, and tell about conclusions Think about the conclusions and ask new questions to guide further study Think about and describe the act of learning. Know when to seek help. 	<ul style="list-style-type: none"> Make assumptions and draw conclusions, referring to the text to support those ideas Summarize key details of several paragraphs Make conclusions or predictions from the reading. Support ideas with details Begin to read according to the purpose of the task and whether the text explains, informs, or convinces 	<ul style="list-style-type: none"> Analyze the meaning implied in the text. Give details and examples to support conclusions. Summarize key details of several paragraphs Make conclusions or predictions from the reading. Support ideas with details. Read texts that are more complex. Respond according to the purpose of the task and whether it is to explain, inform, or convince.

LEARNING AT HOME

Learning does not end at the school door. Your child needs support and help from you to succeed in the third grade. Work with your child by staying informed about class work and knowing whether help is needed with specific skills. Here are some suggestions for things to do at home to help your child learn:

- Continue to read to and with your child. As she reads along, encourage her. Be flexible with the time and place for reading - any time is a good time to read. Give her time to figure out a word or to pronounce it correctly. If the word isn't coming, say it so she doesn't get discouraged. Always cheer her on.
- Talk with your child about his book. Ask questions to make sure he understands what he is reading. *Who are the characters? Where are they? What would you do if you were they?* Have him predict what will happen. Discuss how the illustrations help with the story.
- Choose an illustration from a book and have your child invent a story from it. Have her write her story and tell you what clues she used from the illustration to develop her tale.
- Play "story rewrite" by replacing words in a book with terms that make the plot more exciting. Play other word games to expand your child's vocabulary, such as "opposites" (*rainy/clear, mean/kind*) and "similar" (*walk/stride, big/huge*).
- Take a magazine or newspaper article and have your child circle all the verbs or all the nouns he finds. Have him find the pronouns.
- Have your child write a description of a recent trip out-of-town, to the store, or to the library. Work with her to edit the work.
- Take your child to the library and get him a library card of his own. There are books, magazines, graphic novels, and CDs to interest him in reading and help develop good grammar usage.



ADDITIONAL INFORMATION

- *Scholastic* provides “parent refreshers” of the skills your child is expected to learn in each grade in school: <http://www.scholastic.com/parents/resources/collection/subject-refreshers/parent-primers>.
- This site provides computer games to help with subject noun agreement, parts of speech, spelling, adverbs and adjectives, and more: http://www.abcya.com/third_grade_computers.htm.
- The *Student Reading Success Activity Guide, June 2015* at <http://www.eoc.sc.gov> is available for download from the S.C. Education Oversight Committee. It has information and activities for helping your child become a better reader. Scroll down to the bottom of the web page to see the link.
- For worksheets on spelling and language arts try <http://www.tlsbooks.com/thirdgradeworksheets.htm>.
- Try this site to obtain their free games to help with syllables, vocabulary, and phonics: <http://www.smarttutor.com/free-resources/free-reading-lessons/third-grade-reading/>.
- For games, worksheets, and more try: <http://www.gameclassroom.com/3rd-grade>.
- The S.C. State Library and many of our county public libraries provide access to *TumbleBooks*, on-line books that your child can read or the computer will read the book with him. *Tumblebooks*, <http://daybyday-sc.org/read-with-me>, also has games and activities.



A publication of SC Department of Education
(www.ed.sc.gov)

SC Education Oversight Committee
(www.eoc.sc.gov)

